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ABSTRACT

Composed of two units, the managerial trainer guide addresses the planning and maintenance of camp site and facilities. Designed to provide the camp director with the knowledge and skills necessary to plan and maintain the site and facilities, the guide includes a pre-assessment checklist, performance objectives, suggested activities and resources, a post-assessment survey, and a 77-item bibliography. The suggested activities list presents a broad range of suggested topics categorized under four major headings: general planning, history's role in camp development, planning application, and influences. Each topic area includes the performance objectives to be accomplished, the type of resources required, time frame, and assessment criteria. The guide also includes an outline for maintaining camp facilities and properties, maintenance problems worksheet, and sample report forms (i.e., work order request and log, equipment and supply inventory, maintenance inspection building checklist, general maintenance inspection checklist, comparative shopping form, emergency telephone checklist, and mechanical equipment record). Appendices include samples of a managerial budget, workshop report, and evaluation form. An introduction briefly discusses why managerial training is part of the Camp Director Education Program, why the needs of special populations (e.g., handicapped) are addressed in the Camp Director Education Program, and the managerial coordinator's role. (NQA)

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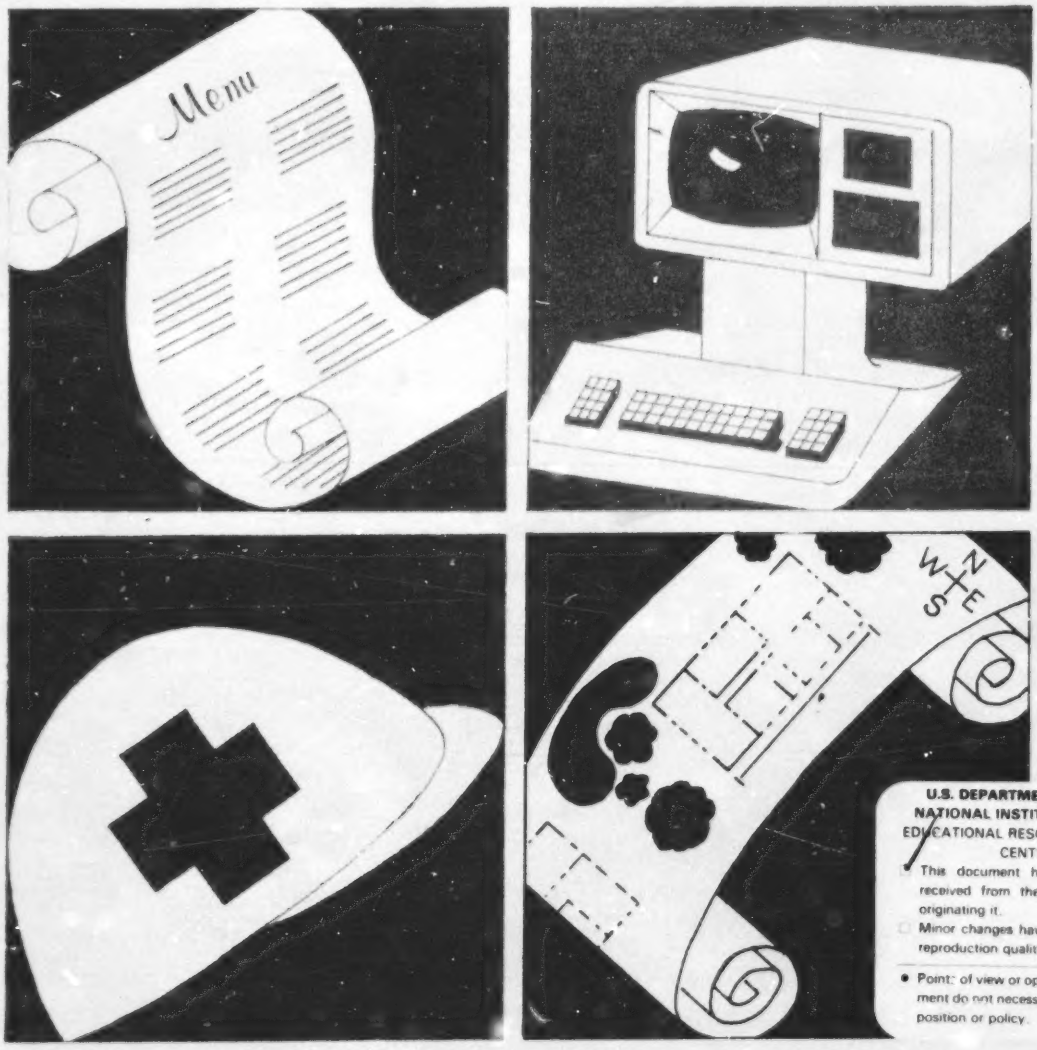
Trainer Guide: Site and Facilities Managerial



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Trainer Guide:
Site and Facilities Managerial

Dr. Elizabeth Farley, Editor

Camp Administration Series

Sue Stein, Editor

Project STRETCH
The American Camping Association
Martinsville, Indiana

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Foreword

The Office of Special Education and Rehabilitative Services has for many years recognized the value of camping as an important aspect in the lives of handicapped youth and adults. Since 1971 when the former Bureau of Education for the Handicapped provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and adults in organized camping programs.

The material contained in this book and other volumes that make up the Camp Director Training Series are the result of a three-year project funded by the Division of Personnel Preparation. In funding this effort, it is our hope that the results of the project will help make camp directors and other persons more aware of the unique and special needs of disabled children and adults; and to provide information and resources to better insure that those needs are met.

The Office of Special Education and Rehabilitative Services is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

William Hillman, Jr., **Project Officer,**
Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services
Sept. 1981

Preface

Emblazoned across the mantle of the fireplace at its National Headquarters are the words "Better Camping For All." Nothing more easily sums up the basic purpose of the American Camping Association (ACA) in its 75 years of existence than do these words. From its very beginning, the Association has been concerned about providing "better" camps. That concern has led to a continuing study and research for the most appropriate standards for health, safety, and better programming in the organized camp.

That concern for standards of performance in the operation of the summer camp led to an awareness of the necessity of an adequate preparation and continuing education of the camp director. Various short courses and training events were developed in local ACA Sections and at ACA national conventions. Many institutions of higher learning developed curriculum related to the administration of the organized camp.

By the late 1960s, the American Camping Association began the development of an organized plan of study for the camp director that would insure a common base of knowledge for its participants. Three types of camp director institutes were developed and experimented with in different parts of the country. In 1970, the Association adopted a formalized camp director institute which led to certification by the Association as a certified camp director. Continuing efforts were made to try to expand and improve upon the program.

After the first decade, it was recognized that the program must be greatly expanded if it were to reach camp directors in all parts of the country. Centralized institutes of a specified nature often prevented wide participation by camp directors. This led the Association to consider the importance of documenting a body of knowledge which needed to be encompassed in the basic education of any camp director and to explore methods by which that information could be best disseminated.

During the years 1976-78, the Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare, funded a three-year project to determine the basic competencies required of a camp director who worked with the physically handicapped. Under the leadership of Dr. Dennis Vinton and Dr. Betsy Farley of the University of Kentucky, research was undertaken that led to the documentation of the basic components of such education. It was determined that 95 percent of the information required in education of a director of a camp for the physically handicapped was generic. Only 4 percent or 5 percent related specifically to the population served.

Meanwhile, the American Camping Association had begun to recognize that the word "all" in its motto is an obligation far beyond its extensive efforts over a number of decades to insure organized camping experiences for children of all racial, ethnic, and socio-economic backgrounds. Camps began to expand their services to a variety of special populations to encompass all age ranges and persons with a variety of physical and mental disabilities. The message soon reached the Association that any camp director education program must help all camp directors to understand and explore the needs of the new population the camps were serving. Chief among those new populations were the campers with physical and mental disablements.

In 1978, the Association approached the Office of Special Education, U.S. Department of Education, and requested funding for a project to expand its education program based on the materials developed by Project REACH, a research project funded by the Department of Education at the University of Kentucky; the intent was to include training for directors working with the handicapped and develop a plan for wider dissemination of camp director education opportunities.

A subsequent grant from the department resulted in Project STRETCH and three years of monitoring camp director education programs, revising and expanding the basic curriculum for such programs, and developing new materials for use in expanded programs.

As we near the end of Project STRETCH, the American Camping Association is pleased to find that the project has helped to greatly heighten the level of awareness of the handicapped and their needs in the camp director community.

This volume is one of several volumes that will insure "Better Camping for All" in the decades ahead.

Armand Ball,
Executive Vice President
American Camping Association

Acknowledgements

The camp administration series is a result of three years of work by hundreds of individuals in the field of organized camping and therapeutic recreation. A big thank you is extended to all who made this project a reality. While it is impossible to mention all contributors, we extend a special thank you to those individuals who assisted the project for all three years. With their input, the road to this project's completion was much easier to travel.

Project Officer

William Hillman, Jr., Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services

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7

Introduction

Why Has Managerial Training Become a Part of the Camp Director Education Program?

Operating a camp is big business. It is estimated that there are between 9,000 and 10,000 camps in the United States. These, in turn, account for two billion dollars in annual transactions.

In terms of facilities, camps account for three and one-half billion dollars in property value, 10,000 miles of shoreline, and 2,500,000 acres of land. They employ 375,000 staff annually to help them service 9,000,000 campers.

Camp management requires directors who are competent in management systems. Management of a camp involves more than planning the program, hiring staff, and finding someone to do the maintenance; it involves the ability to design, operate, and continually revise a variety of support systems.

Recognizing the need for directors to have competence in management of support systems, the American Camping Association included four managerial topics as part of the ACA camp director education curriculum in the late seventies. These four managerial areas are:

Food Service	Health and Safety
Business and Finance	Site and Facilities

All managerial workshops should be organized to help camp directors analyze and establish the managerial support systems which are consistent with and supportive of the camp philosophy, goals, and objectives. To meet this general goal, each managerial workshop should address:

a. Basic principles and concepts of the management area.
b. Accepted techniques and innovations in the selected area (or field).
c. Interrelationships of the support system to the camp goals, program, and other service areas.
d. Government regulations and sources of information.

Managerial workshops must be at least one full day of training (six hours) on each topic if the managerial is to be counted toward the ACA Camp Director Certification Program. A workshop may be longer if the managerial coordinator deems necessary. Some sponsors have found it more satisfactory to have three or four one-day workshops on a particular managerial topic over a period of several years.

Why Address the Needs of Special Populations, Such as the Handicapped, in Camp Director Education Programs?

According to reports by the Office of Special Education and Rehabilitative Services (OSE&RS), approximately 12 percent of the country's population has some kind of handicap. OSE&RS estimates there are eight million handicapped children in the United States.

Historically, the Handicapped have been denied the same level of opportunity and service provided to the nonhandicapped. During recent years, equal opportunities have been growing. This awareness has been translated into a number of federal and state laws which are intended to assure that the rights of the handicapped are protected. These laws have ramifications for many fields, including camps. The ramifications of these laws are especially important for those camps receiving government funding. Moreover, the concept of equal opportunity for the handicapped has implications for all camps.

Among human services professions, there is a widening recognition and acceptance of the significant role that a camping experience (either mainstreaming programs or special populations camps) can play in the lives of handicapped children. (Gibson, Peter M. "Therapeutic Aspects of Wilderness Programs." *Therapeutic Recreation Journal* Second Quarter, 1979.) However, not all camp directors are aware of the value, nor do they have a positive attitude toward the handicapped.

The attitude of the camp director toward the handicapped will be the most important single force in determining whether or not his/her camp will offer opportunities for campers with special needs. It is, therefore, imperative that training at managerials expose camp directors to characteristics and needs of special populations and their implications for camping experiences. Strategies camps can use, and are using to service all special audiences including the handicapped, should be examined.

What Is Your Role as the Managerial Coordinator?

There are basically four functions necessary for the completion of any training event. These are: planning, promoting, implementing and evaluating.

Depending on the qualifications and time of the Section Education Chairperson, he/she may elect to serve as the managerial coordinator or select someone else to handle part or all of the managerial coordinator's responsibilities.

The following list has been developed to help you, the Managerial Coordinator, develop and implement a managerial workshop:

1. Determine the needs and interests of the potential workshop participants.
2. Contact your ACA Regional Education Coordinator for suggestions for resource people and ideas.
3. Arrange for a workshop meeting place and establish fees to cover all expenses of the event, including any resources or books to be distributed to participants. Budgets should be approved by the Section with the Section Treasurer handling all registrations and monies. (See sample in Appendix A.)
4. Organize an advisory committee to help determine schedule and organize the managerial workshop content.
5. Select and orient any special resource persons or trainers to be used to the managerial goals and process.

Promotion may include these two important steps:

1. Prepare a brochure on promotion material and distribute it.
2. Share managerial dates with other Sections, colleges, and the National ACA office.

To implement your managerial, consider these points:

1. Determine what will be required for satisfactory completion of the managerial by participants.
2. The style of the managerial is up to the coordinator. As part of the process, the coordinator may wish to consider how the following items can be handled to facilitate the style selected:

Participant groupings	Pre and post assignments
Opening and closing sessions	Sharing of participants' resources and concerns
Process for evaluation (workshop and participants)	Printed materials/references to be used
Meals and breaks	

3. Prepare the final agenda and check on all resources.
4. Hold the workshop.

Evaluation is critical. These steps will help you organize your evaluation:

1. Distribute, collect, and summarize managerial evaluation forms completed by participants at the end of workshop. (See form in Appendix C.)
2. Complete the evaluation summary regarding which participants have satisfactorily completed the workshop. As an option, you may order certificates for those who have successfully completed the training. Certificates are available from ACA publications or Sections may design their own certificates.
3. Complete the Managerial Workshop Report Form as found in Appendix B, and attach the following:
   a. Summary of the managerial evaluation forms.
   b. Criteria used for determining satisfactory completion of the managerial and list of who completed the managerial satisfactorily.
   c. List or copies of resources used (AV materials, books, handouts, promotional materials.)
   d. Agenda/Schedule.
   e. Recommendations to improve the managerial.

Send one copy to National ACA office, to your Regional Education Coordinator, and to the local Section board.

How Important Is the Evaluation Component?

Evaluation should be carried out at the conclusion of each managerial to determine which portions need to be improved, to compare your managerial with others, and to maintain quality control of American Camping Association's professional education programs which are used for certification or recertification purposes.

Evaluation of the training may be carried out in several ways. Some prefer a written evaluation questionnaire. Others prefer a group discussion to evaluate an event. A few have used sub-groups or outside evaluators to observe the entire training and present a summary to the group at the closing session.

How the data for the workshop evaluation will be collected is the responsibility of the coordinator. However, it is necessary to collect information and report it to national and regional coordinators. This enables them to do comparisons of managerials and share results with other Sections. The evaluation should answer the following questions:

1. Did the managerial meet its goals?
2. Were the needs of the participants met?
3. Was the content and format appropriate?
4. Were the resource leaders and materials helpful?
5. What were the strengths and weaknesses of the training?
6. How can it be improved next time?

A questionnaire that may be used for a written evaluation by participants is included in Appendix C.

Evaluation of participants is just as important as evaluation of the workshop itself. Since managerial workshops may be used to complete one of the prerequisites for ACA Camp Director Certification or counted for recertification credit, it is important to determine whether or not the participant satisfactorily completed the managerial workshop. This means the workshop coordinator needs to set the criteria for satisfactory completion by a participant; notify participants of the criteria; and report to the Section coordinator, regional coordinator, and National ACA office the names of those who have satisfactorily completed the managerial.

In the Managerial Guide that follows, both a list of desired learning outcomes and suggested methods for participant assessment are included. It is required that an evaluation method(s) be incorporated as part of all managerials. However, the coordinator is not limited to those contained herein. These are merely to be used as a starting point.

How Can I Use the Remainder of this Trainer's Guide in Planning My Own Managerial Workshop?

The following material is one managerial coordinator's ideas on how to cover the ACA Core Curriculum performance. It makes up the bulk of this guide. The writer has included many more objectives and activities than you can possibly cover in a six hour period. This has been done to give you many ideas to choose from and to hopefully make your task easier.

What Should be Included in an ACA Site and Facilities Managerial?

The following are ACA objectives for a managerial on site and facilities. At the completion of the managerial workshop, each participant should be able to analyze the director's role in establishing and supervising the camp site and facilities. Specific objectives include:

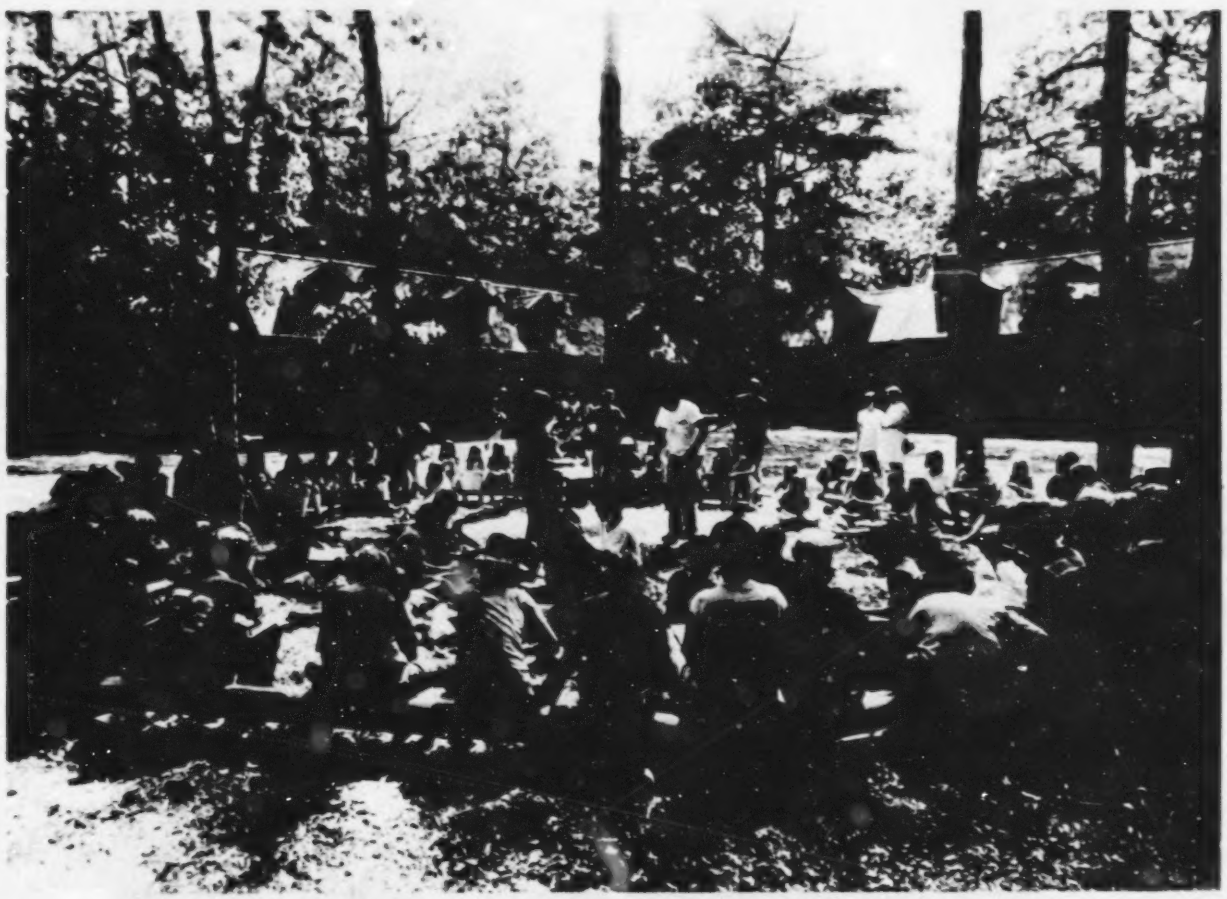
1. Knowledge of the principles of site planning and long-range development.
2. Knowledge of the interdependence of all living and non-living resources, identifying man's responsibility for them.
3. Knowledge of the principles of preventive maintenance of site, facility, and equipment.
4. Knowledge of and ability to identify (1) resources for securing appropriate federal, state, and local laws and of (2) ACA Standards related to management of the camp's site(s) and facilities.
5. Ability to identify resources for maintenance, professional site development, and facility improvement.

Suggested Topics for Course Content

a. Long-range planning and management for site and facility
b. Terms of agreement in site rental contract
c. Information on file regarding utilities and sanitation lines
d. Extended insurance coverage
e. Procedures for emergencies within camp communities
f. Acceptable sleeping and bathing accommodations
g. Approved place for sanitary disposal methods
h. Assuring safe water supply
i. Reporting systems for maintenance department
j. Conservation practices which involve the total camp community
k. Professional resources in the area available for site utilization
l. Responsibility of camp director for health and safety on camp site
m. Personnel practices for site and facility managers
n. Design and utilization of site and facility for energy conservation
o. Swimming pool design and maintenance
p. Waterfront safety and functional design

A Resource Team Might Include

a. Site planners
b. Park administrators
c. Maintenance people
d. Private/commercial energy consultants
e. Ecologists
f. Soil Conservation Service representative
g. University and college people
h. State agencies
i. Experienced camp directors



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SECTION II
Site and Facilities

Managerial Trainer Guide

Unit A:
Planning Sites and Facilities

Greg Copeland
Planning Consultant

Introduction

This managerial has been developed as two separate units. The first part addresses site and facility planning, and the second part focuses on maintenance of site and facilities.

Rationale

The site—land, facilities, buildings, structures, activity areas, and systems (utilities, roads, trails, and service areas) provide the physical base for operation of an organization's camping program. Their net worth generally represents the largest share of an organization's assets and the most significant financial liability.

Historically, camps were developed by well-meaning volunteers utilizing general planning guidelines and publications to lay out the buildings and systems necessary for summer resident camping. Professional design and planning expertise was rarely used. Construction of facilities has tended to be piece-meal, of poor design, of minimal construction, and with cheap, low quality materials. Poor planning and limited facilities continue to be major problems facing most camps today. These elements are compounded by: the dramatic conversion of summer camps into year-round operations, the increasingly significant role of government regulations and restrictions, and the economic considerations which relate directly to enrollment, operation, and energy utilization.

To overcome these initial problems, the camp director and executive boards need to have a thorough understanding of 1) basic planning theory as it apples to development of the market or membership program, operations, site, facilities, and finances; 2) the variety of elements and resources required to make up a comprehensive development plan; 3) the tools and techniques that can be applied to their camp planning efforts; and 4) the importance and role of professional services in site and facility plans.

To the Trainer: The intent of the managerial should be to develop a broad base of general knowledge and understanding as opposed to technical expertise or skill development. The range of subjects is too varied and specialized to expect a broad level of skill performance, except in those areas of responsibility directly attributable to the camp staff or organization.

The organizational approach of the managerial workshop can vary depending upon total duration of time and size of the group. In all cases, you would identify well-respected experts to lead the individual topical sessions and activities. A small group of 20 to 30 people can normally be handled by one planning resource person; larger groups are best served by a variety of planning and technical resource people.

In the materials that follow, you will find included a pre-assessment checklist, performance objectives, suggested activities and resources, a post assessment survey, and a bibliography.

The key section of the guideline is the suggested activities list. This list includes a broad range of suggested topics categorized under four major headings: 1) general planning, 2) history's role in camp development, 3) planning application, and 4) influences. Each topic area includes the performance objectives to be accomplished, the type of resources required, time frame, and assessment criteria.

Performance Objectives

The objectives presented in this section were developed from the ACA-approved objectives for this managerial. The author has reorganized the objectives and added objectives to provide more specific information and detail. As a trainer, you can do the same thing as long as you use the ACA-approved objectives as your sole guideline.

A. General Planning—The Planning Process
   1. List the major keys of the planning process.
   2. List the major phases of the planning process.
   3. Describe the basic steps of the planning process.
   4. Develop an appreciation of the aesthetics related to camp design and the environment.
   5. List eight considerations in hiring professional planning and design consultants.

B. History's Role in Camp Development
   1. List three development trends that have shaped camp design and development.
   2. Describe how traditions have enhanced and hindered development of your site.
   3. Develop a history of your site's camp development.
   4. Define three different camp development concepts.

C. Planning Application
   1. Demonstrate the ability to research and collect free or inexpensive planning resources for your camp.
   2. Develop a simple base map of the camp property and facilities, utilizing aerial photos, government topographic maps, tax maps, and deeds.
   3. Make a complete inventory of all your buildings, equipment, and systems to include age, size, shape, type, and condition.

4. Survey the camp property and facilities with your camp staff in order to determine critical environmental concerns and problems.
5. List a minimum of five problem areas that are the result of poor planing on the site.
6. List a minimum of five problem areas that are the result of poor facility design and/or construction.
7. Develop a conceptual plan which relates program and operational needs to existing site conditions.
8. List five major site limitations that inhibit development.
9. List design features which would make your camp accessible to persons with handicaps.
10. Develop a schematic utilities plan for your camp.
11. Develop an understanding for the ways of implementing the planning process.

D. Influences
1. Develop an appreciation for the varied external influences that can affect camp development.
2. Develop an understanding and working knowledge of the types of organizations involved in the regulatory, review, and approval processes.
3. Develop a standards and regulations resource notebook for your camp.

Suggested Program Outlines Planning Sites and Facilities

One-Day Agenda

9:00-9:30 AM	Introduction Pre-assessment survey	0.5 Hours
9:30-10:30 AM	Development Process Lecture Lecture. Slide presentation of general planning process with detailed explanation of key elements to planning and three stages of the process. Questions.	1.0 Hours
10:30-10:40 AM	Coffee break	
10:40-12:00 PM	Study Analysis Exercise Explanation of how to create own base map exercise designed to expose participants to practical techniques of visual observation and documentation through a team study approach.	1.5 Hours
12:00-1:30 PM	Lunch	
1:30-2:00 PM	Camp Hopeless—The Worst Camp in the Nation Slide Presentation. Composite of slides from all over the country depicting typical design and facility problems shared by most camps. Concludes with a discussion about creative solutions to problems of site, facility, and camp environment.	1.5 Hours
2:00-3:00 PM	Resources and Professional Services Discussion. Review of available resource materials and criteria for selecting professional consultants.	1.0 Hours
3:00-4:00 PM	Implementation: Steps You Must Do Discussion. Review of critical elements around committee development, program design, developing support and commitment.	1.0 Hours
4:00-4:30 PM	Post Assessment and Evaluation	

Two-Day Agenda:

First Day

1:00-1:30 PM	Introductions, Pre-assessment Survey
1:30-2:30 PM	Development Process Lecture Lecture. Slide presentation of general planning process with detailed explanation of key elements to planning and the three stages of the process. Questions.
2:30-4:00 PM	Study Analysis Exercises Explanation. Exercise designed to expose participants to practical techniques of visual observation and documentation through a team study approach.
4:00-5:30 PM	Planning Exercise. Design Program. Instructions. Exercise designed to expose participants to creative thinking and planning techniques useful in developing plan concepts and plan organization, including considerations for handicapped populations.
7:30-9:00 PM	Camp Hopeless—The Worst Camp in the Nation Slide Presentation. Composite of slides from all over the country depicting typical design and facility problems shared by most camps. Concludes with discussion about creative solutions to problems.
9:00-11:00 PM	Free Period Sharing Work on planning exercise. Individual consultation—free time.

Second Day

8:00-9:00 AM	Planning Exercise Review Discussion.
9:00-10:00 AM	Resources and Professional Services Discussion. Review of readily available resource materials and criteria for selecting professional consultants.
10:00-11:30 AM	Implementation: Steps You Must Do Discussion. Review of critical elements around committee development, program design, developing support and commitment.
11:30-12:00 PM	Workshop Evaluation

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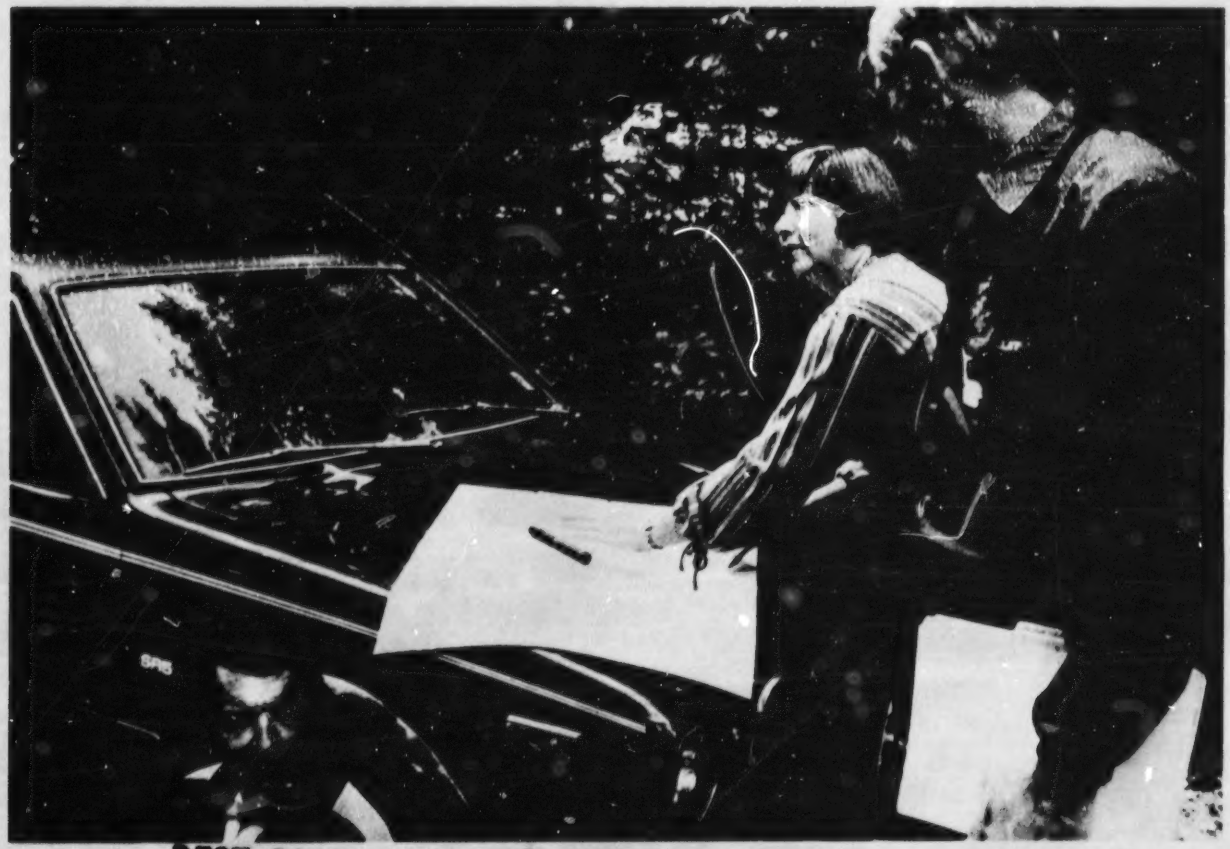
Pre-Assessment Checklist

	Yes	No	Don't Know
1. Does the camp have a master site plan?	____	____	____
2. Does the camp have a program plan?	____	____	____
3. Has the camp ever hired a professional planner?	____	____	____
architect?	____	____	____
landscape architect?	____	____	____
engineer?	____	____	____
4. Have you ever been involved in the planning process?	____	____	
5. Have you ever been involved with site development?	____	____	
6. Have you ever been involved with building construction?	____	____	
7. Do you have a property line survey?	____	____	____
8. Do you have a topographic survey?	____	____	____
9. Do you have aerial photos of the property?	____	____	____
10. Do you have construction documents for the buildings?	____	____	____
11. Do you have utility maps for electricity?	____	____	____
water?	____	____	____
gas?	____	____	____
telephone?	____	____	____
sanitary systems?	____	____	____
12. Do you know what the planning keys are?	____	____	
13. Do you know what the four planning questions are?	____	____	
14. Do you have an environmental analysis or inventory of your site?	____	____	____
15. Do you have a soil survey?	____	____	____
16. Do you have a deed and tax map of your property?	____	____	____



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Suggested Activities for Planning Sites and Facilities

Objectives	Suggested Activities	Training Approach	Considerations/Time	Assessment
A 1, 2, 3	Provide a slide show on the planning process.	Professional consultant or educator	1 hour	Completion of presentation.
A 1, 2, 3	Develop a series of discussions or lectures on key areas of the planning process and development.	Line up services of professional consultants, government specialists (soil/water/forestry/land management ecology/energy)	1 hour	Completion of discussion
A 1	Discuss the basic keys and phases with the entire group.	Professional planner or educator	1 hour	Completion of discussion
A 3	Form discussion groups with directors that have gone through the planning process at their camps.	Camp directors	1 hour	Completion of discussion
A 5	Form a panel of experts to discuss the steps required in hiring professional consultants.	Architects, planners, lawyers, and camp directors with experience	1 hour	Completion of discussion
A 4	Show slide show of Camp Hopeless, Worst Camp in the Country. Relate principles of good vs. poor planning and design	Camp Hopeless. Todd Schmidt & Assoc. Could be developed as a tape.	1/2 hour	Completion of slide presentation
A 4	Have a group discussion on common problems and simple solutions	Group leader.	1/2 hour	Completion of discussion
B 1, 2, 4	Show a slide presentation or have a discussion which describes the history of camp development.	Consultant or educator, series of represenatives	1 hour	Completion
B 4	Have participants bring copies of their existing master plans. Discuss the different development theories and concepts.	Consultant or educator, series of representatives	1 hour	Completion
B 1, 4	*Have participants read excerpts from *Camp Development & Program Facilities Planning for Needs.* Discuss differences in philosophy. (1)	*Consultant Camp Development,* Julian Salomon, GSUSA Program Facilities *Planning for Needs* Walter Rogers, GSUSA	Pre-Assignment 2 hours	Completion and discussion
B 2	Have a group discussion on how tradition has affected camp development. Make list of influences.	Group discussion	1 hour	Completion of and review of list
B 3	**Assign each participant to write a history of the development of their camp. (2)		4 hours	Completion of assignment
B 1, 4	Show slide presentation of building trends. Review types and methods	(Pre-assignment) Have each participant bring 20 slides of of their camp buildings, good and bad.	1 hour	Completion and review
B 1, 4	Have panel of architects, engineers, and contractors discuss building methods and trends, including provisions for handicapped people.	Architects, engineers, contractors, energy consultants, regulatory people.	1 hour	Completion
C 1	Review methods for securing inexpensive data and materials.	Consultant	1 hour	Completion
C 1	**Have participants develop outline resource notebooks. (2)	Post assignment		Post assessment
C 2	Provide workshop on the development of a simple base map for the camp property.	USGS map-slides, aerial photos, tracing paper, pencils, Tax maps, and deeds.	1/2 hour	Completion
C 2	**Have participants turn in base map for their property. (2)	Consultant	Post assessment 8 hours	Consultant-review
C 3, 4, 10	Have participants walk the site and make a visual inventory of the facilities, site, and systems.	Consultant	2 1/2 hours	Final review

*(1) Pre-Assignment
**(2) Post Assessment

(Suggested Activities continued)

Objectives	Suggested Activities	Training Approach	Considerations/Time	Assessment
C 3, 4, 10	Have a group discussion on the findings. Review how to assimilate data into usable form.			Completion of discussion
C 3, 4, 10	**Have participants turn in their own camp site assessment by staff and campers. (2)	Consultant	Post assessment 40 hours	Consultant review and response
C 1	Line up a series of technical experts to lecture and discuss resources and technical problems, topography, range, soils, and land management.	Soil Conservation Service, soil scientist.	6 hours	Completion of lectures
		Water resource management-forestry management-environmental science, natural science, energy & conservation, sanitary systems, heating systems, new materials & products, computers in camp, construction management-consulting firms.		Cooperative Extension Service, Hydrologist, Forester, Environmental biologist, Energy consultant, Architect, Energy system superintendent, Mechanical engineer, Product representative, Contract management
A 4 C 1, 3, 4	Have each participant do an aesthetics survey of the camp or site where the meeting is being held as if they were seeing the camp or site for the first time. Draw together individual impressions and make a composite outline of the positive and negative values.	Facilitator or consultant	2 hours	Completion of the exercise and submission of report from camp directors
C 3, 5, 6, 8	**Have each participant turn in a visual assessment of their own properties. (2)		Post assessment 8 hours	Consultant review and response
C 7	Separate participants into groups of four or five people as teams. Review the directions indicated on the Design A Camp format.	Design a camp (T.S.A.) *Consultant	4 hours	Completion of exercise
C 9	Have a disabled person talk about practical ways to make a camp accessible. Invite questions at the end and provide a resource sheet such as the one found in the appendix.	Lecture/discussion	1 hour	Participant's ability to identify changes to make it more accessible.
C 11	Have a group discussion on tried methods and procedures for development of committees, committee dynamics, and work techniques.	Consultant, experienced directors.	1 hour	Completion of exercise
D 1	Form a panel of experts to discuss trends and influences in camping.	Camp planners and architect program planners, government specialists, organizational representatives, ACA staff, recreational specialists.	2 hours	Completion of discussion
D 2	Line up local legislators and agency representatives to discuss existing and future legislation.	Legislators, agency heads, regulatory inspectors.	4 hours	Completion of discussion
D 2	**Have participants submit a list of agencies and regulations they are accountable to. (2)		Post assessment	Consultant review and responses.
	Have area architect and/or engineer discuss the methods and procedures required for approval of plans and drawings.	Architect engineer	2 hours	Completion of discussion

* (1) Pre-Assignment
** (2) Post Assessment

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Post Assessment: Planning Sites and Facilities

Name _____

Directions: Use this paper and pencil assessment to determine how much of the information you were able to process during the training session. If you cannot answer some questions and cannot find the answer, ask your trainer for assistance.

General Planning

What are the major keys of the planning process?
a. Market, program, site and facilities, organizational priorities
b. Program, market, site and facilities operations, finances
c. Study, plan, implement
d. b and c
e. None of the above

What are the major phases of the planning process?
a. Study, program, plan, construct
b. Analyze, design program, construct
c. Collect, document, implement
d. Study, plan, implement

What are the four basic planning questions?

a. What do you _____?

b. What do you _____?

c. What will you _____?

d. How will you _____?

List the eight primary considerations in hiring a professional consultant.

_____

_____

History

List three development trends that have shaped camp design and development. _____

_____

_____

Describe how traditions have enhanced or hindered the development and operation of your site. _____

_____

_____

List three different camp development concepts. _____

_____

_____

Planning Application

List three resources for securing data and information about your site. _____

_____

_____

List the four pieces of data used to create a simple base map of your site. _____

_____

_____

List five major site characteristics. _____

_____

_____

List three major function characteristics. _____

_____

_____

Post Assignment: Planning Sites and Facilities

Directions: Upon returning to your camp, complete the following activities. Submit the results to the trainer for review and comments or review and evaluate the results with your camp committee or fellow camp directors.

1. Develop a base map of your site utilizing the tools and techniques discussed in the workshop.
2. Using the base map, do a visual survey of the camp site and facilities.
3. Do the same type of survey using staff, using campers, using parents.
4. Write a report of the findings.
5. Based upon the analysis, list five positive and negative factors that have influenced the development of your camp site and facilities.
6. Using the base map, work with volunteers and maintenance staff to locate all utility systems on the camp.

See other post assignment activities listed in the suggested activities list.

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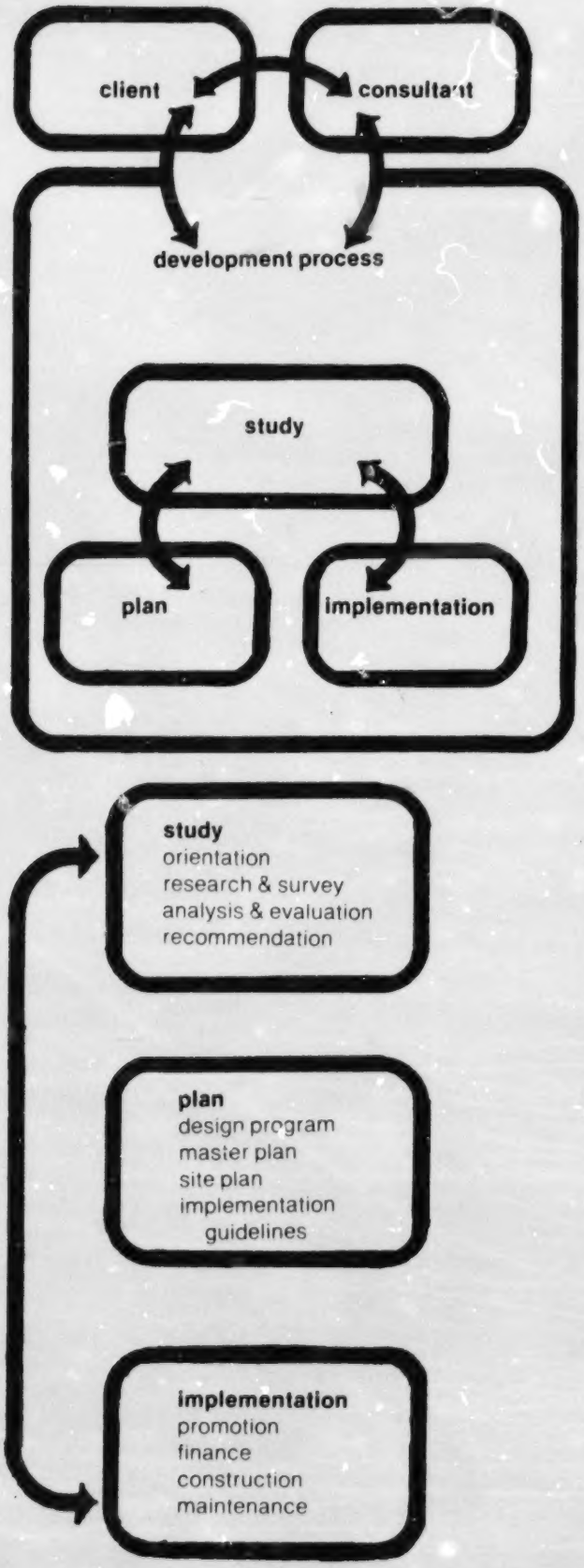
Resource Sheet #1: Development Process



The development process is a systematic approach to determining an organization's needs based on their objectives, the designs required for fulfillment of these needs, and the methods for accomplishment of the proposed designs. This process is repetitive in nature and ongoing throughout the life of an organization. The continued recycling of the process through re-evaluation is essential to meeting the ever-changing needs and objectives of camping.

The three phases of this process; study, plan and implementation, indicate the primary elements that must be executed for constructive and efficient development. Certain elements in each phase may be accomplished by the organizations as they anticipate new needs while others, because of their technical nature, must be accomplished by professional consultants experienced with the camp's development and the associated problems.

The following definitions describe each phase in the development process and outline the scope of work to be accomplished in each. Variations in this process will exist in every case, depending on the unique nature of the organization involved and its development needs.

Development Study

The study establishes the development needs and outlines the goals and objectives to be accomplished. It is founded upon the collection of a broad base of information which is analyzed, evaluated, and synthesized into a series of development recommendations. These recommendations outline the specific goals, criteria, and requirements essential for the future development of the camping program.

Development Plan

The plan defines the established needs of the study as specific requirements and outlines the design for accomplishing them. These plans, in narrative and graphic form, solve the complex functional relationships between operation, housing and program; and indicate the projected costs and phasing priorities for implementation of the specific design elements.

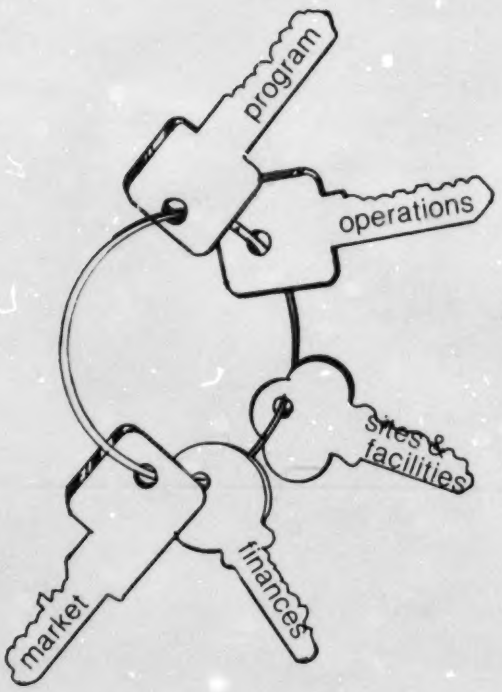
Development Implementation

Design is the physical accomplishment of the development plan from financing through construction. It gives final form to each element of the plan as specific detailed designs for buildings, structures, site development, and service systems.

Re-evaluation

Re-evaluation is the functional element which ties the phases of the development process together. As the common link between study, plan, and implementation; it provides the framework for continued evaluation of the property and re-entry into the development process of new information or feedback which will in turn require revision of the original plans and recommendations.

Development Keys



Development Keys

As architects and landscape architects, our primary objective is to assist in the planning, design, and development of sites and facilities. However, it is only one of five keys which must be used for successful accomplishment of the organization's goals and objectives.

The five keys are:

Primary Keys

Market: The needs and interests of your constituency, membership, service group, or people you would like to serve.

Program: The foundation upon which all other keys are built. It represents your organization's purpose as carried out through specific curriculum and activities.

Supporting Keys

Operations: The support criteria and requirements such as staff, maintenance, management, and scheduling required to effectively carry out the program.

Sites & Facilities: The physical elements which support the program and operational requirements.

Finances: The income, expenses, and capital necessary to support the operational, site, and facilities requirements.

These five keys are totally interdependent. One key cannot be effectively accomplished without consideration or reevaluation of the others. The primary keys, market and program, are the most closely related and must be coordinated in detail if they are to be successfully implemented. The other keys; operations, site & facilities, and finances support the primary keys. They are only a means to an end, and as such must be designed around the primary keys.

The three phases of the development process will reflect the five keys. Within the study they are identified as major elements which must be documented and analyzed. In the development plan each key will become a master plan for comprehensive development of the organization's goals and objectives. Finally, in implementation the keys are reflected as specific action areas whether it be hiring staff, fund raising, or architectural development.

It is very important to understand the rationale for the five keys, since the organization must be primarily responsible for creating, developing, and implementing the market, program, operations, and finances. The consultant's principal role will be to assist with planning and technical accomplishment of site and facilities development.

Resource Sheet #2: Some Suggestions for Designing Selected Camp Areas and Facilities for the Handicapped

Benches and Chairs

A. Benches and chairs must have back rests and arm supports.
B. Seats should be 18 inches wide and 18 inches above the ground.
C. Construction materials for benches must be non-abrasive, non-splintering, and must not retain heat or cold.
D. Seating should be designed to support a 300 pound weight.
E. There should be a clearance of three feet between benches.
F. Side supports should be used, but if supports are underneath seats, a three inch heel space is needed.
G. Benches by paths should be set back two feet.
H. All edges must be rounded.

Tables

A. Tables should have a clear space of 30 inches from the ground.
B. The spacing from the edge of the table to the under support must be 22-24 inches to allow a wheelchair to slide under.
C. To accommodate reaching length for wheelchair users, tables should be 36 inches wide.
D. At least one end of table should have a five-foot clearance and as many other sides as possible.
E. All edges of tables and benches should be rounded.

Living Units

Lodges and cabins with bedrooms need to conform to the following provisions:

A. The floor space must be large enough to allow the placement of furniture with a minimum space of five feet square for those in wheelchairs, preferably between the bed and closet.
B. An unwaxed floor is recommended. If carpeting is used, it must be wall to wall and securely anchored at all edges. The edge strip must be no more than three-eights inch high. Carpet must be high density, low-pile, non-absorbent, without backing and pulled taut. Scatter rugs must not be used.

Furnishings should be as follows:

A. The mattress must be firm. One type of mattress is double core foam about five to six inches thick which lets air circulate more readily around the pressure points of the body. Another type is the upholstered innerspring mattress.
B. The bed with mattress should be approximately the same height as the wheelchair.
C. The headboard may have a grab bar attached to it to assist the occupant in moving and turning over.
D. Closets and wardrobes should have a wide opening to permit the partial entrance of a wheelchair.
E. All furniture should be on casters and edges must be rounded for safer mobility for those using wheelchairs.
F. Windows should be constructed so they can be easily opened with the least amount of strength. The bottom of the window height must be 28 inches.

Floors and Corridors

A. Floors should have slip resistant surfaces at least from the public doorways to major points of pedestrian attraction. A floor not made of a slip resistant material should be treated and maintained with a slip resistant wax or some other similar product.
B. Corridors require a 54 inch distance between the walls to allow a 360 degree turn. A 60 inch width is mandatory for any two individuals in wheelchairs to pass each other.

Ramps

A. Ramps must have handrails on both sides. Handrails must be 32 inches high. Midrails 22 inches high must also be used to accommodate children.
B. The maximum gradient for ramps must not exceed 8.33 percent. Ramps with a gradient of 8.33 percent must not exceed 30 feet. When ramps exceed 30 feet in length, a level platform at least six feet long must be provided at 30 foot intervals.
C. All ramps must have a clear width of three feet. If a ramp is not restricted to only wheelchair use, the minimum width must be four feet. Ramps in heavy pedestrian use areas must be a minimum of six feet wide.
D. Bottoms and tops of ramps must be level and have a clear distance of six feet. Approaches must be of a different texture to warn of approaching ramps.
E. Ramps must be designed to carry a minimum live load of 100 pounds per square foot.
F. Ramps and landings must have curbs six inches high and six inches wide on both sides to allow for wheel stops and turns.
G. Ramps must be lighted to assure safe night use. Lights must be placed so shadows will not be cast on approaches.

Handrails

A. Handrails should be 32 inches high unless specifically stated otherwise. A low bar 22 inches high should be used to accommodate children.
B. Gripping surfaces of rails should not be more than two inches wide. A wider surface is difficult to grip.
C. A space three inches wide should be provided between handrails and any adjacent wall.
D. Handrails should have rounded ends to prevent accidents.
E. Handrails should be secure and able to support a 300 pound weight.

Campsites

All camping areas should provide facilities for the handicapped. The following criteria must be met to accommodate handicapped persons:

A. Campsites must have a fairly level terrain, especially for individuals using wheelchairs for mobility.
B. Water faucets and comfort facilities must be located within a reasonable distance from accessible campsites. There must be paved access extending from the paved pad to the comfort facilities.

C. Dangerous obstructions must be cleared from around the site, and tree branches must be pruned to a height of seven feet, six inches abouve ground level to insure safety.
D. Campfires raised to a height of twenty-four inches above the ground will enable their use by wheelchair persons.

Trails

A. Trails should not cross or follow roads. If for some unavoidable reason trails do cross or follow roads, they should meet the following requirements:
   1. There should be a change in surface texture beginning at a distance of five feet from the edge of the road and extending to the road. Surface material should also be of a different color than the remaining surface of the walk to orient the visually impaired.
   2. Curb cuts should be provided at roadway intersections for easy flow of wheelchair persons.
   3. All trails should be separated from the road by a three foot wide planting strip.

To provide a close association with the elements of a natural setting, nature trails must meet the following criteria to accommodate the handicapped:

B. Trails should have a sign in raised or routed letters at the beginning that informs one as to how long the trail is, the difficulty rating (slight, moderate, severe), and the locations of rest stops and comfort stations. Dangerous or inaccessible areas must also be pointed out and explained.
C. Locations and heights of signs should be uniform. Heights should not exceed thirty-six inches.
D. Trails should be clear of debris and obstructions. Trails should avoid large, above surface roots.
E. Trails consisting of three or more ramps and/or slopes in a series should provide rest areas with benches for every other ramp or slope. All slopes and ramps in excess of thirty feet should have a rest stop for every thirty feet of length.
F. When ropes are used, they should pass through rings on fence posts and be located along at least one side of the trail. Curves in trails should have such ropes on both sides.
G. Ropes should be attached to signs pointing out special areas. Knots in the rope preceding signs will alert the blind to signs.

Toilet Rooms

See your local Easter Seal Society for detailed information on design features; i.e., toilet stalls, fixtures, and showerstalls.

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Unit B: Maintaining Camp Facilities and Properties*

Rationale

The physical facility and properties on which the camp is to operate are important to the success or failure of the entire camping program. The environment in which any recreational activity is conducted is an important factor. Due to the 24-hour nature of residential camping, the physical facility and properties determine the comfort, safety, and quality of the camping experience. In addition, individuals with disabilities must rely upon properly maintained facilities for safe, effective functioning in camp. Responsibility for the maintenance of both the physical facility and properties lies with the camp director. This unit is designed to provide the camp director with the knowledge and skills necessary to keep them properly maintained.

Objectives

Overview of Maintenance:

1. You should be able to describe the principles of maintenance and the purpose of a preventative maintenance program.
2. You should be able to list and describe the six major components of a maintenance plan.

Inventory and Acquisition of Equipment:

3. You should be able to develop and implement an inventory and periodic inspection form for the purpose of determining facility and equipment needs.
4. Given a piece of equipment you should be able to list five questions which you would want to know prior to purchasing.
5. Given three catalogs and a piece of equipment you should be able to explain which piece of equipment would fit your needs.
6. You should be able to list the purchasing policies of your camp.

Maintenance Controls:

7. You should be able to develop and implement a yearly, weekly, and daily maintenance schedule and work order form.
8. Given a list of five maintenance problems, you should be able to prioritize the problems.

Maintaining Grounds, Facilities, and Equipment:

9. You should be able to list three resources for each of the following: 1) grounds, 2) accessibility and 3) facility maintainance.
10. You should be able to list five concerns of grounds and facility maintenance.
11. Given a list of possible facility maintenance problems, you should be able to determine whether the maintenance required is daily, monthly, or yearly.
12. You should be able to complete a mechanical equipment record.
13. You should be able to develop and maintain a record of a Driver's Daily Report.
14. Given a list of vehicle maintenance needs, you should be able to develop a schedule for periodic inspection.

Standards, Regulations and Legal Requirements:

15. You should be familiar with laws affecting the site and facility management of your camp and the agencies responsible for enforcing them.
16. You should know the ACA Standards related to management of the camp site(s) and facilities.

Outline for Maintaining Camp Facilities and Properties

I. Overview of Maintenance
  A. What is Maintenance?
    1. Principles of maintenance
    2. Preventative maintenance
  B. Development of Maintenance Plans
    1. Facility and equipment inventory
    2. Maintenance task identification
    3. Written job instructions
    4. Nonroutine, nonrecurring maintenance
      a. Work order request forms
      b. Routing procedures
    5. Assigning responsibility for maintenance jobs
    6. Establishing a system for job planning, workload control, and a well-defined time schedule for daily, weekly, and seasonal maintenance work.

II. Inventory and Acquisition of Equipment
  A. Inventory and Periodic Inspection
    1. Developing inventory and periodic inspection form
    2. Determining needs
  B. Selection and Acquisition of Equipment and Supplies
    1. Considerations in selection
    2. Criteria for purchasing
    3. Policies for acquiring

III. Maintenance Controls
  A. Maintenance Schedules
    1. Daily
    2. Weekly
    3. Yearly
  B. Maintenance Scheduling
    1. Work order forms
    2. Prioritizing work
    3. Routing procedures

IV. Maintaining Grounds, Facilities, and Equipment
  A. Grounds
    1. General grounds upkeep
    2. Parking lots, trails, and roads
    3. Open space management
    4. Sanitation and trash removal
  B. Facility
    1. Buildings
      a. General maintenance
      b. Insect and pest control
      c. Accessibility
    2. Swimming pools
      a. General maintenance
      b. Accessibility
    3. Equipment
      a. Motorized equipment
      b. Vehicles

V. Standards, Regulations, and Legal Requirements
  A. Legal Regulations
    1. Local, state, and federal laws
    2. Agencies involved in enforcing the laws
  B. ACA Standards

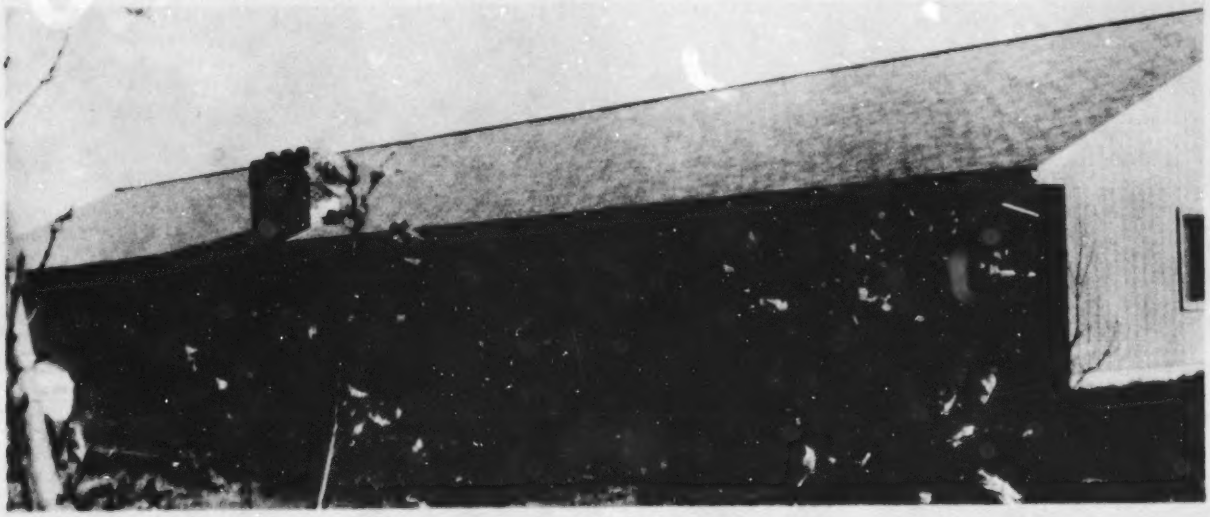
*This unit has been adapted from Module VII of the Camp Director Training Series, developed by Project REACH at the University of Kentucky and funded by a grant from the Bureau of Education for the Handicapped, now the Office for Special Education.

Suggested Activities

P.O.	Activity Description	Technique	Resources Needed	Evaluation
1 & 2	1. From the book *Park and Recreation Maintenance Management* by Sternloff and Warren, read Chapter 1, pp. 3-25 and Chapter 2, pp. 31-55.	Individualized	Cited reference	Completion of activity or Participation in group discussion
	or			
	Attend a lecture given by a person knowledgeable in the area of maintenance.	Lecture	Knowledgeable lecturer	
3	2. After looking at the sample inventory & periodic inspection form given in the worksheets, develop an inventory form which would be appropriate for your camp or revise your own form if necessary.	Individualized	Sample inventory form. See worksheets.	Use the inventory form to inventory your camp. Review, using the inventory form given in the worksheets or one you have developed, and inventory your facilities or equipment as designated by the trainer.
	or			
	In small groups discuss and develop the format for an inventory form.	Small group work session	Have participants bring inventory forms to share with group.	
3	3. Using a completed inventory of your camp, determine facility and equipment needs. Compare this year's needs with last year's needs and purchase orders over the summer. Make any quantity adjustments necessary.	Individualized	Completed inventory, purchase orders, and paper and pencil.	Complete list, have peer group and/or trainer evaluate results.
	or			
	In small groups using the completed inventory forms found in the worksheets, list equipment and facility needs based on camp size. Then, with the other small groups, compare and discuss your determined needs.	Small group activity		
4	4. In small groups, identify questions to ask a sales representative prior to purchasing the following equipment: a) Mower b) Walk-in refrigerator c) Mattresses d) Fogging machine e) Filter system for pool	Small group discussion.	Paper and pencil	Turn in list of questions to the trainer or Report results of discussion.
	or			
	Roleplay situations between a sales representative and camp director wanting to purchase certain pieces of equipment.	Role play	Trainer should prepare situations in writing	Completion of activity
5	5. Complete the comparative shopping form found in the worksheets.	Individualized	Comparative shopping form.	
	or			
	In small groups using different catalogues supplied by your trainer, select the piece of equipment you think would be the best buy and state why.	Small group activity	Equipment catalogs	
6	6. In small groups compare and contrast purchasing policies of various camps. At what price must bids be taken? When must purchase orders be used? How much petty cash will be kept at camp? What are the policies and procedures for its use?	Group Discussion		Present your purchasing policies to your trainer. In the book *Maintenance for Camps and Other Outdoor Recreation Facilities* by Nathans, look at the sample yearly, weekly, and daily maintenance schedules found on pp. 20-21 and 205-210. Discuss and develop with your supervisor your camp's maintenance schedules.
	or			
	Attend a lecture by someone knowledgeable about purchasing policies.		Knowledgeable resource person	
7	7. In small groups, or on your own, using sample yearly maintenance schedules, develop a maintenance schedule for the rest of the year.	Work sessions	Paper and pencil, worksheets	Completion of activity
7 & 8	8. After looking at the sample work order and routing chart in the worksheets, develop one of your own that meets the needs of your camp.	Individualized	Worksheets	Complete the maintenance problem sheet provided in the worksheets.

(Suggested Activities continued)

P.O.	Activity Description	Technique	Resources Needed	Evaluation
7 & 8	8. In small groups complete the work order forms for the given situations found in the worksheets. Individually list the jobs to be accomplished in order of priority. Compare your list and justify your priorities with the group and the trainer.	Work session-Discussion	Worksheets, paper and pencil	Participation in group discussion.
8	9. Attend a lecture by someone knowledgeable in the area. or In small groups discuss any problems your camp is having and seek solutions to your problems.	Lecture-discussion	Lecturer, paper and pencil	Upon returning home develop a resource file related to grounds care and accessibility management. Contact the Soil Conservation Service, Department of Agriculture, Department of Natural Resources, and County Extension Offices for information on soil, ground cover, trees, and shrubs for your area.
8	10. Have a panel discussion related to accessibility standards for the handicapped. Contact local associations for the handicapped; full-time practicing professionals such as special educators, rehabilitation counselors, therapeutic recreation specialists, and handicapped individuals to serve on the panel.	Panel discussion	Resource panel members	Attendance at session
8	11. While taking a tour of a camp, make a list of maintenance needs you notice. Discuss with your guide these needs.	Tour	Notebook	Participation in group discussion.
8	12. Attend a lecture given by a qualified mechanic in the area of preventative vehicle maintenance. or Visit a vehicle dealership and discuss preventative maintenance needs of some of their vehicles.	Lecture-discussion Field-trip		Developing a filing system for warranties of all equipment. List closest service area in your file. Complete a mechanical equipment record for equipment and your camp. A sample form is found in the worksheets. Using the sample Drivers Daily Report, develop one for your camp's needs and begin to maintain records.
8	13. The trainer should provide the workshop participants with a list of resources: copies of important legislation, addresses of agencies, references, etc. or Ask an experienced camp director or agency representative to talk about the legal regulations affecting camps.	Browse Lecture	Resource table Resource list Resource person	Collecting and filing information Attendance of discussion
8	14. Ask on ACA representatives to review the ACA Standards related to sites and facilities.	Discussion	ACA Standards	Attendance at discussion.



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Maintenance Problems Worksheet

For each situation given, fill out a work order form. Arrange and number the work order forms according to priority.

1. Tom S., cabin counselor for "B" cabin, reports that one of his campers, Ben W., has a wobbling right wheel on his wheelchair. It is becoming extremely difficult for Ben to get to his assigned activities.
2. Carol, the cook, is in a frenzy because the dishwasher unit will not work and this morning's breakfast dishes are not done.
3. Suzie B., cabin counselor for Unit E, reports the second bunk on the right side is broken and needs to be repaired so Janie can sleep in her bed tonight.
4. John, the aquatic specialist, on his morning inspection noticed a crack in the cement near the ramp entrance to the pool.
5. Lisa L. reports the lights over the bathroom sinks are burnt out in cabin A.
6. Stan, the maintenance supervisor, in looking at his schedule, notices today is the day for your tractor to be inspected and tuned up.

Note: The following is the usual routing pattern for work orders:

Camp Director or Drop Box → Counselor, Program Director

or

Maintenance Supervisor → Maintenance Specialist

WORK ORDER REQUEST

To: _____ Request #: _____

From: _____ Date: _____

Place: _____

Problem: _____

_____

Reported by: _____ Date Reported: _____

Date Work Order Request Received: _____

Job Assigned to: _____ Date Work Order Completed _____

Comments: _____

_____

_____

(Return to director upon completion of job.)

Sample Report Forms

Equipment and Supply Inventory

Suggested Equipment and Supply Needs

Quantity	Item Description	Possible Source	Approximate Cost

Department, Cabin, or Area _____ Date Completed _____ Year _____

Person Completing Inventory _____ Position _____

Quantity	Description: Color, Serial #, Etc.	Condition: Good, Fair, Poor	Stored/Located

A list of suggested needs could appear on the back side of the above equipment and inventory supply record.

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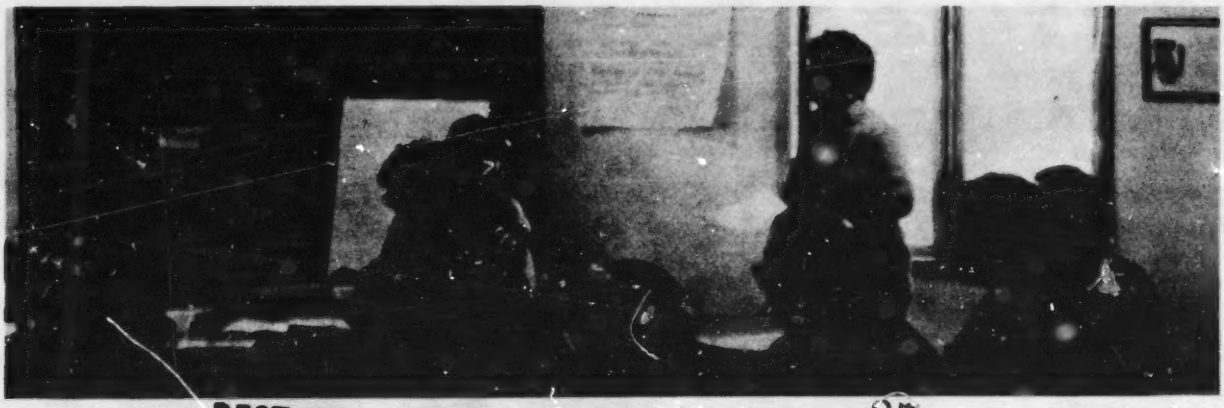
Maintenance Inspection Building Checklist

CAMP NAME _____ Date _____

Persons making inspections: _____

Check as O.K. or indicate assigned job card number.

NAME OF BUILDING OR STRUCTURE ⇨																				
Foundation																				
Sills																				
Floors																				
Outside walls																				
Inside walls																				
Doors																				
Windows																				
Screens																				
Roof																				
Steps																				
Chimney																				
Fireplace																				
Wiring																				
Plumbing																				
Fire protection																				
Building																				
Gutters																				
Drainage around bldg.																				
Housekeeping																				



BEST COPY AVAILABLE

General Maintenance Inspection Checklist

CAMP NAME _____ Date _____

Check as O.K. or indicate assigned job card number.

1. Utilities		2. Roads and Parking		4. Maintenance		6. Land Management		7. Program Areas	
Water System		Surface		Trucks		*Lakes and Ponds*		*Waterfront*	
Well casing		Ditches		Tractor		Silt control		Piers	
Well cover		Drainage		Tractor equip.		Aquatic weeds		Floats	
Spring protection		Bridges		Trailers		Dam		Boat dock	
Intake screen		Culverts		Power tools		Spillway		Guard tower	
Pump(s)		Service roads		Hand tools		Control gate		Beach	
Pump motor(s)		Gates		Spare parts				Control fence	
Chlorinator		Barriers		Standby equip.		*Conservation*		Check board	
Filter				Fire equipment		Erosion control		Boats	
Control system				Fire extinguishers		Wildlife mgt.		Oars	
Pipe lines				Camp signs		Stream mgt.		Canoes	
Storage tank		Inspected by:		Volatile liquids		Forest mgt.		Paddles	
Valves		Date:		Storage		Landscaping		Sailboats	
Winter drains				Basic records		Foot trails		Life saving equip.	
		3. Food Handling		Utility maps		Soil conservation		Life preservers	
Sanitation		Tote baskets		Mechanical equip. records		Obnoxious plants			
Sewer lines		Arrangement						*Field sports*	
Septic tanks		Stoves		Vehicle records		Conservatn. equip.		Archery range	
Seepage pits		Refrigeration		Inspected by:				Action archery	
Disposal field		Freezer		Date:		*Public Areas*		Rifle range	
Garbage disposal		Mixer				Picnic area		.22 range	
Grease trap		Ovens		**5. Swimming Pool**		Boundary fence		Rifles and guns	
		Dishwasher		Fence		Lawns		Fishing gear	
Electrical		Sterilization		Walks					
Power lines		Sinks		Pool walls				*Scoutcraft*	
line clearance		Tables/counters		Pool floor				Rope	
Telephone		Dishes		Gutters				Axes	
Telephone lines		Dish storage		Drainage				Bow saws	
Line supports		Utensils		Dressing rooms				Compasses	
		Storage space		Showers				Cooking equipment	
Gas and Oil		Ventilation		Toilets				Craft supplies	
Gas lines		Lighting		Filters				Outpost equipment	
Storage tanks		Garbage		Chlorine equip.				Shovels	
Regulating equ				Cleaning equip.					
Inspected by:		Inspected by:		Inspected by:		Inspected by:		Inspected by:	
Date:		Date:		Date:		Date:		Date:	

Comparative Shopping Form

Equipment	Manufacturer	Model	Features	Cost
Mower				
Walk-in Refrigerator				
Mattresses				
Fogging Machine				
Pool Filter System				

Work Order Request Log

Request #	Date	Building	Comments	Date Completed

Emergency Telephone Checklist

	Number	Name, if Applicable
Police		
Fire		
Ambulance		
Doctor		
Hospital		
Food Supplier		
Dairy		
Meat		
Can Goods		
Fresh Produce		
Bakery		
Paper Supplies		
Pest Control		
Electrician		
Plumber		
Swimming Pool Repair		
Refrigeration Repair		
Garage/Tow Service		
Insurance Agent		
Lawyer		
Telephone Company		
Water Company		
Electric Company		

Mechanical Equipment Record

Type Equipment _____ Location _____

Manufacturer _____

Model # _____ Serial # _____

Design Data—Capacity _____

Horsepower _____ Volts _____ Amps _____ Other _____

Purchased From _____ Date _____

Installed by _____ Original Cost _____

For Parts and Services Contact _____

Gurantee Good Until _____ Estimate Useful Life _____

_____

Other Data _____

_____

_____

Maintenance Schedule

1. _____
2. _____
3. _____

Driver's Daily Report

Camp Allen, Inc.

Date _____

Complete and turn in after each trip.

Vehicle _____ **Mileage** _____

Gas _____ **Gals.** **Oil** _____ **Qts.** **Other** _____

CHECKLIST

____ Fire Extinguisher	____ Water	____ Windshield Wipers
____ Reflectors or Flares	____ Battery	____ Horn
____ First Aid Kit	____ Lights	____ Hand Brake
____ Wheel Shocks	____ Brakes	____ Exhaust System
____ Oil	____ Tires	____ Steering

Remarks—Unsatisfactory items _____

_____

_____

Incident Report—On-road Failure, etc. _____

_____

SITE/FACILITY MANAGERIAL WORKSHOP

MISSOURI VALLEY SECTION AMERICAN CAMPING ASSOCIATION

NOVEMBER 12-13, 1980

TOPEKA, KANSAS

GOAL: To gain an understanding of how to develop and supervise the camp's site and facilities.

DESIRED OUTCOME: The participants should be able to analyze their role in development and supervising the camp's site and facilities.

At the end of the workshop, participant will have:

A. Knowledge of the principles of site planning and long-range development.
B. Knowledge of the interdependence of all living and non-living resources, identifying man's responsibility for them.
C. Knowledge of the principles of preventive maintenance of site, facility, and equipment.
D. Knowledge of and ability to identify (1) resources for securing appropriate federal, state, and local laws and of (2) ACA Standards related to management of the camp's site and facilities.
E. Ability to identify resources for maintenance, professional site development, and facility improvement.

COST:

Tuition for the workshop is
$20.00 ACA members
$24.00 Non ACA members

TIME:

Workshop begins on Wednesday, November 12, 1980 at 1:00 p.m. and will continue until noon on Thursday, November 13, 1980.

A session is planned for Wednesday evening.

ACCOMMODATIONS and MEALS:

Room reservations can be made by calling Howard Johnson's in Topeka at (913)266-4700. Mention that you are attending the ACA Workshop.

1 person $24.50

LEADERSHIP:

Leadership for the Workshop is provided by Greg Copeland of todd schmidt and associates architects and planners cleveland ohio

DETACH HERE AND MAIL

Registration

SEND REGISTRATIONS TO:

JERRY GRABHER
P.O. Box 4187
Topeka, Kansas 66604
913/272-9111

COST: ___ $20. ACA Members
___ $24. Non ACA Members

Fee must accompany this registration.
Housing or meals not included.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

REPRESENTING _____ ( ) PHONE

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Ball, Armand B. and Beverly H. *Basic Camp Management*. ACA, 1979. (CM 36)
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Audio-Visual

Camping and Recreation Facilities for the Handicapped. Contact: Audio-Visual Department, Indiana University, Bloomington, IN. 47401. Rental. Telephone: (812) 337-2103
The Planning Process. Slide/tape. Todd Schmidt and Assoc. Settlers Landing. 1360 W. Ninth St., Cleveland, OH 44113. Telephone: (216) 696-6767.
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Appendix A—Managerial Sample Budget

Income	
Registration Fee: $50 x 30 participants (Members $50-Nonmembers $60.)	$1,500
Expenses	
Resource Leaders Honorarium (4 x $50)	$ 200
Printing	$ 150
Office Supplies	$ 25
Program Supplies	$ 200
Xerox	$ 25
Phone Calls	$ 50
Postage	$ 50
Facility and Equipment Rental	$ 200
Refreshments/Luncheon	$ 300
Total Expenses	$1,200
Section Net (20%)	$ 300
Total	$1,500

Appendix B—Managerial Workshop Report

Name of Managerial (Food Service; Business and Finance; Site and Facility; and Health) _____

Section _____ Section Leadership Chairperson _____
Signature

Location of Workshop _____ Date of Workshop _____

Workshop Coordinator _____ Fees: (1) ACA Member _____

(2) Non-member _____

Address _____

Participants

Name	Address: City, State, Zip	ACA Section	Successful Completion Yes	No
1.				
2.				
3.				
4.				
5.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Instruction: Send one copy to the American Camping Association. Send one copy to the Regional Education Coordinator. Send one copy to the Section Board.

American Camping Association
Bradford Woods
Martinsville, IN 46151-7902
Phone: (317) 342-8456

Please attach the following:

1. Summary of Managerial evaluation.
2. Criteria used for determining satisfactory completion (Assessment of participant competence)
3. List or copies of resources used (A-V materials, books, handouts, promotional materials)
4. Agenda/Schedule
5. Recommendations to improve the managerial

Appendix C: Managerial Evaluation Form-Site and Facility

Name _____

Date _____ Location _____

Please respond to the following questions by placing a circle around the appropriate response. Feel free to add comments or recommendations which might clarify your response. Please note that Question 1 contains a series of goal statements, some of which may not have been addressed in the managerial you have attended. If a particular goal was not addressed through presentations or learning activities, indicate this by circling the "N/A" response.

1. How effective was the managerial in meeting its goal of assisting you to develop:
   a. Knowledge of the principles of site planning and long-range development.
      Not effective 0 1 2 3 4 5 Very effective N/A
      Comments:

   b. Knowledge of the interdependence of all living and non-living resources, identifying man's responsibility for them.
      Not effective 0 1 2 3 4 5 Very effective N/A
      Comments:

   c. Knowledge of the principles of preventive maintenance of site, facility, and equipment.
      Not effective 0 1 2 3 4 5 Very effective N/A
      Comments:

   d. Knowledge of an ability to identify (1) resources for securing appropriate federal, state, and local laws and (2) ACA Standards related to management of the camp's site(s) and facilities.
      Not effective 0 1 2 3 4 5 Very effective N/A
      Comments:

   e. Ability to identify resources for maintenance, professional site development, and facility improvement.
      Not effective 0 1 2 3 4 5 Very effective N/A
      Comments:

2. To what extent was the managerial action-oriented (could you apply what you have learned from this managerial?
   Minimum extent 0 1 2 3 4 5 Maximum extent
   Comments:

3. To what extent was the managerial content appropriate to its stated goals?
   Not appropriate 0 1 2 3 4 5 Very appropriate
   Comments:

4. How confident do you feel in your ability to implement the information presented in your camp setting?
   Not confident 0 1 2 3 4 5 Very confident
   Comments:

5. To what extent were your own training needs met by the managerial?
   Minimum extent 0 1 2 3 4 5 Maximum extent
   Comments:

6. What were the most important strengths of this managerial?

7. Are there any content areas which should have been added?

8. Are there any content areas which could have been omitted?

9. Please list any general comments or suggestions for improving this managerial.